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ABSTRACT

This report describes, in a step-by-step fashion, the procedure by which new instructors are hired at the community college level in Hawaii. Since Hawaii's community colleges do not all have identical administrative structures, a single department at Leeward Community College was selected to illustrate the starting point in the hiring process, which begins with the department's determination of need for a new instructor, and its incorporation into the school's biennial budget request. The steps which comprise the budgeting process within the University of Hawaii administrative structure, the state legislature, and the Governor's office are followed as is the route by which the approved budget makes its way back to the department level. The process of choosing an individual to fill an approved position is also examined, from initial interviews through the personnel office process which culminates in the official hiring of a new instructor. A flow chart depicting each step in the complex chain of events is included in the report. (Author/JDS)

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THE PROCESS BY WHICH NEW COMMUNITY COLLEGE INSTRUCTORS ARE HIRED IN HAWAII

JOHN LILIENTHAL
UNIVERSITY OF HAWAII
AUGUST 13, 1975

JC 770 276

NOTE TO THE READER:

When reading this paper please refer to the Diagram of the Hiring Process which is located at the end of the report.

This report follows the general procedure by which new teachers are hired at the community college level in Hawaii. Since Hawaii's community colleges do not all have identical administrative structures, a specific department and campus--the Department of Mathematics at Leeward Community College--was chosen as the starting point for this project. The report begins with the department's determination of need for a new instructor, and its incorporation into the school's biennial budget request. The budgeting process is then followed step-by-step through the administrative structure within the University of Hawaii system to the State Legislature, Governor, and back through the administrative chain to the department level again. The report also examines the process of choosing an individual to fill the instructional position once it is approved, from interviews at the division level up to the official hiring of the new instructor.

Students are often the first people to be aware of the need for a new instructor. This occurs at registration time when they attempt to register for a particular course and discover that they are unable to do so because all the sections are closed. Faculty members who teach the course notice the long waiting lists, and they receive complaints from students who could not enroll because there were no openings. The instructors informally discuss the situation among themselves, their Department Coordinator, and members of the Division Administrative Committee (a group of three elected faculty members who handle the administrative needs of the division).

If the Division Administrative Committee agrees that a new instructor is needed, the committee member in charge of personnel begins gathering evidence which will help justify the position request. Statistics such as the number of students turned away at registration, the number of students on waiting lists, class sizes, and a comparison of the current enrollment and growth figures to the projections of the Educational Development Plan could be listed. This evidence and a written request for a new instructional position is then submitted by the Division Administrative Committee to the Dean of Educational Services.[1]

The aforementioned Leeward Community College Educational Development Plan is a six-year projection of growth and development for the college. It includes an estimate of the number of new faculty positions which will be required during those years. The plan is updated annually by the administrative staff on the campus and is based on projections and assumptions given by the Planning Group of the University of Hawaii (comprised of key staff from the Offices of Academic Affairs and Business Affairs), the State Legislature, accreditation reports, division input, and previous development plans. The Educational Development Plan is approved by the Provost and then by the Chancellor of Community Colleges. It is checked for inconsistencies and errors and is incorporated into a university-wide plan by the System Budget Office. The plan is then approved by the President of the University and sent to the Board of Regents. The Board of Regents makes sure that the anticipated needs are in keeping with university policy. After the Regents endorse the

development plan, it is submitted to the Governor. His Department of Budget and Finance compares the plan to the state's own projections and constraints. At this point or at any of the other steps in the procedure, if revision or clarification of the plan is required, it can be returned to the previous step for changes. After the plan meets the approval of the Department of Budget and Finance, it is included in a state-wide, six-year development plan and signed by the Governor.[2]

Once the Educational Development Plan has been approved by the Governor, the community college can begin preparing its biennial budget request, which will include its new position requests. The Dean of Educational Services receives position requests from the instructional and non-instructional divisions on campus. The Dean also receives general ceiling levels for funds and positions for the coming biennium from the University of Hawaii Planning Group, by way of the Provost and the Director of Administrative Services. Meetings are set up between the Dean of Educational Services and the Administrative Council--a body made up of Division Administrative Committees, Division Chairmen, and the heads of the non-instructional departments.[3] Priorities are arranged at these meetings among the various departments, and some position requests may be eliminated if they do not fit within the given ceiling level or if they are inconsistent with the guidelines of the Educational Development Plan.[4]

The Director of Administrative Services, who is the campus fiscal officer, writes a rough draft of the institution's biennial budget request with assistance from the Dean of Educational Services. It includes the

position requests determined by the Dean and the Administrative Council. The budget request is checked by the Provost and other members of the administrative staff to insure that it follows the guidelines of the approved Educational Development Plan. The final draft of the biennial budget request is then written by the Director of Administrative Services in PPBS format. It is signed by the Provost and sent to the Chancellor of Community Colleges.[5]

The Chancellor receives budget requests from all of the community colleges. After his office makes sure that the dollar and position amounts are not out of line, the budget requests are sent to the President of the University who gives them to the University Budget Office.[6]

The community college budgets are combined with those from the Manoa and Hilo campuses of the University of Hawaii to form the total university system biennial budget request. Budget analysts check the budgets for errors in computation and format. The analysts, along with the staff of the university president, also make sure that the requests from the various campuses are consistent with Board of Regents policy, university priorities, and campus goals, programs, and enrollment. If changes or clarifications are required, the fiscal officers of the individual campuses are consulted. The complete system budget request is then reviewed and approved by the President of the University and is submitted to the Board of Regents.[7]

The Regents make sure that the budget request agrees with their policy. They can call university officials for revision or rejustification if they feel it is necessary. The university biennial budget

request is then sent to the Governor who gives it to the state's Department of Budget and Finance. There it is incorporated into the overall state budget which is presented along with the state's six-year development plan to the State Legislature by the Governor.[8]

The state budget goes to both the House of Representatives and the Senate. The university budget request is separated from the rest of the state budget and is given to the appropriate subject-matter committees--the House Committee on Higher Education and the Senate Committee on Higher Education. A ceiling level for higher education is given to the House subject-matter committee by the House Finance Committee, and a similar ceiling level is determined by the Senate Ways and Means Committee and given to the Senate subject-matter committee. University officials and community college provosts are invited to testify before all four committees involved--the House and Senate higher education committees, Ways and Means, and the Finance Committee.[9]

The higher education committees carefully examine the subject matter of the university budget request; they can eliminate programs and positions, and they can make additions to the budget as long as they are within the given ceiling level. The committees in turn specify ceiling levels for both positions and dollars for each campus within the university system. After the higher education committees are satisfied with their modified versions of the university budget, they submit it to their respective money committees--Finance or Ways and Means.

The Finance and Ways and Means committees follow the recommendations of their subject matter committees in recombining the state budget items.

After the House and Senate members have endorsed their two distinct versions of the state budget, one of the legislative bodies sends its version to the other chamber for approval. It is returned with amendments based on the other chamber's budget opinions, and if the new changes are unacceptable to the first chamber, the bill goes into conference.

The Conference Committee on Budget, made up of the members of the Finance Committee and Ways and Means Committee, meets to resolve the differences between the House and Senate. The legislators negotiate and compromise until the appropriations for all of the items in the state budget are agreed upon. Funds and positions for the University of Hawaii system are included in this negotiation process. Once the differences are worked out, the state budget bill is returned to the House and Senate where it passes final reading.[10]

At this point the Legislature is said to have "appropriated" the amount of funds and the number of positions that are listed, for each campus, in the budget bill. Each community college now knows the number of new faculty positions that have been appropriated for it, and the divisions on the campus are notified that they can begin advertising the positions and interviewing applicants.

The state budget which has been passed by the Legislature is sent to the Governor's office. There the Governor and his staff in the Department of Budget and Finance review their latest estimates of state growth and revenue for the coming budgeting periods and compare these figures to the amount appropriated by the Legislature. The appropriated

funds and positions cannot be increased at this point; the budget is either approved as it is, or it is reduced. If the state's economists and budget analysts feel that the state revenue will not be enough to match the expenses as listed in the budget, cuts are made.[11]

If budget cuts are necessary, the Governor and his staff decide by how much the appropriated funds of each state department will be reduced. If the University of Hawaii system budget is to be decreased, members of the University Budget Office are called in to determine where the cuts will be made within the system budget. The university's budget analysts make general decisions about where the reductions in funds, programs, and/or positions will occur based on criteria such as enrollment, program priorities, and legislative instructions. When the state budget is balanced with the expected state revenue, the Governor reviews and signs it. The funds and positions now listed in the budget are said to be "allocated".[12]

After the Governor signs the state budget, the university system portion is sent to the President of the University. It goes into the Budget Office where the money and position ceiling levels allocated by the State are refined. Budget analysts and members of the university's Planning Group transform the general figures, which were determined in the state-level Department of Budget and Finance, into specific numbers for each campus. The community college fiscal officers are consulted during this process. Allocated positions and funds cannot be transferred from one campus to another; however, the number of positions for a campus may be reduced if the total dollar figure for the campus is not considered to be large enough to pay for all of them.[13]

When the final money and position figures per campus have been determined, the President of the University reviews and approves the results; and the Board of Regents is notified of the system budget's final form. The community college budgets are given to the Chancellor of Community Colleges who forwards them to the provosts of the individual campuses.

At the community college, the Provost sends the budget to the Dean of Educational Services who will distribute the allocated funds and positions to the various divisions. The Dean consults the Administrative Council. At the meetings the position allocations are compared with the previously set priorities, and the priorities are reclarified if necessary so that there is a final agreement concerning the number of positions each department is to receive.[14]

When the department is notified of the definite number of new instructional positions that have been allocated to it, the interviews are completed and a recommendation for appointment is ready to be made by the interviewing team. This team is composed of several faculty members from the specific department receiving the new instructional position, the Division Administrative Committee, and the Division Personnel Committee (another three-member group of instructors elected by the division).[15]

Also at this time a formal request for the instructional position, including a job description and justification, is sent from the division through the Dean and Provost to the Chancellor of Community Colleges. There it is checked to make sure it follows the allocated budget guide-

lines. After it is approved it is delivered back to the community college where it will be attached to the recommendation for appointment.[16]

The recommendation for appointment is written by the Division Administrative Committee and the Division Personnel Committee and is given to the Dean of Educational Services. The Dean reviews and approves the recommendation and sends it to the Provost who determines the salary range and step. The Provost also formally offers the appointment to the applicant, subject to approval by the Board of Regents.[17] The recommendation is then sent to the office of the Chancellor of Community Colleges where the Director of Faculty and Staff Affairs makes sure that the forms are correct, that the applicant's qualifications fit the job description, and that the applicant's salary has been determined correctly. The information goes to the university system Personnel Office next, where it is placed on the Board of Regents agenda and rechecked. The President of the University then presents the agenda to the Board of Regents. The Regents consider the recommendation for appointment and give final approval. The appointee is officially hired at this point and is able to begin teaching.[18]

If a situation arises where a person is scheduled to begin teaching before the Board of Regents holds its next meeting to approve appointees, the President of the University can authorize an exception. The person can then start teaching, and the appointment is approved by the Regents later.

After the appointment is authorized by the Board of Regents, the forms are returned to the system Personnel Office. The documents

are audited by the Faculty Records Office and the new instructor is put on the payroll.[19]

In reading this report and following the chart, the reader must be aware that the steps shown are not necessarily as distinct as they appear to be. There is a lot of informal communication within the administrative chain which is not shown. Also, several of the steps which appear in the diagram occur within the same office so some of these steps are just technicalities as a result. However, a more precise chart would also be more complicated in appearance and would be more difficult to comprehend. Secondary paths related to the hiring process, such as those followed by the Educational Development Plan and the formal position request, were not shown in the diagram for the same reason.

FOOTNOTES

[1]Asato, Interview, July 22, 1975.

[2]Shida, Interview, July 31, 1975.

[3]Shida, Interview, August 4, 1975.

[4]Naughton, Interview, August 4, 1975.

[5]Application for Accreditation: Institutional Self-Study, Exhibit I-11b, and Shida, Interview, August 4, 1975.

[6]Lefforge, Interview, August 6, 1975.

[7]Taba, Interview, July 25, 1975.

[8]Shida, Interview, August 4, 1975.

[9]King, Interview, August 5, 1975, and Potter, Interview, July 25, 1975.

[10]King, Interview, August 5, 1975

[11]Odachi, Interview, August 5, 1975.

[12]Odachi, Interview, August 5, 1975, and Pumento, Interview, August 12, 1975.

[13]Chun, Interview, August 12, 1975, and Pumento, Interview, August 12, 1975.

[14]Naughton, Interview, August 4, 1975, and Shida, Interview, August 4, 1975.

[15]Shiroma, Interview, August 7, 1975.

[16]Lefforge, Interview, August 6, 1975.

[17]Handbook for Faculty and Staff, p. 7-1.

[18]Lefforge, Interview, August 6, 1975, and Prahler, Interview, August 12, 1975.

[19]Prahler, Interview, August 12, 1975.

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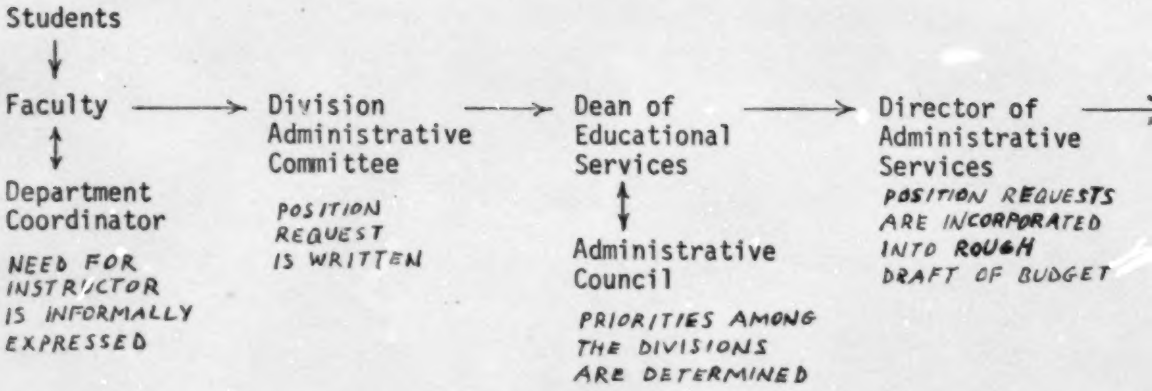
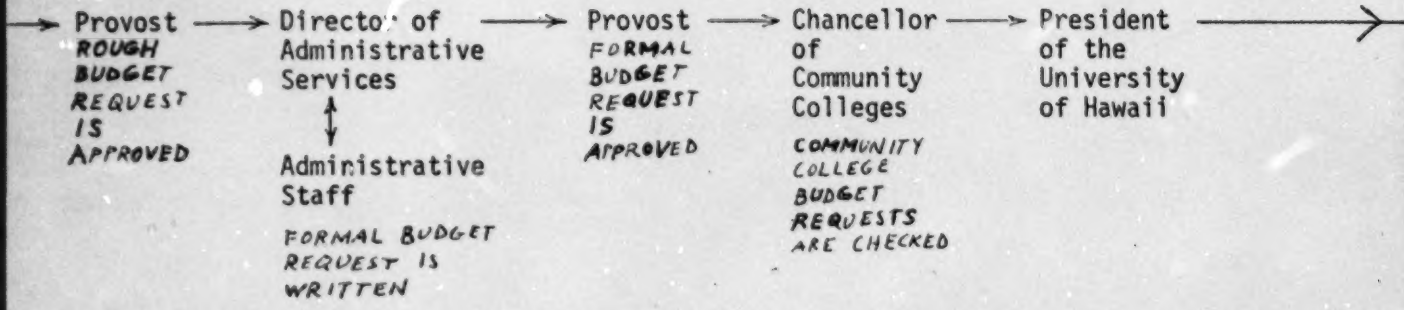
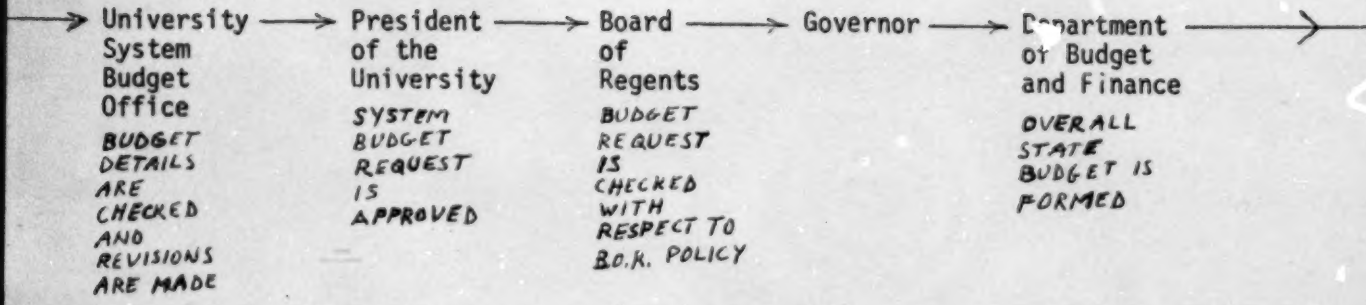
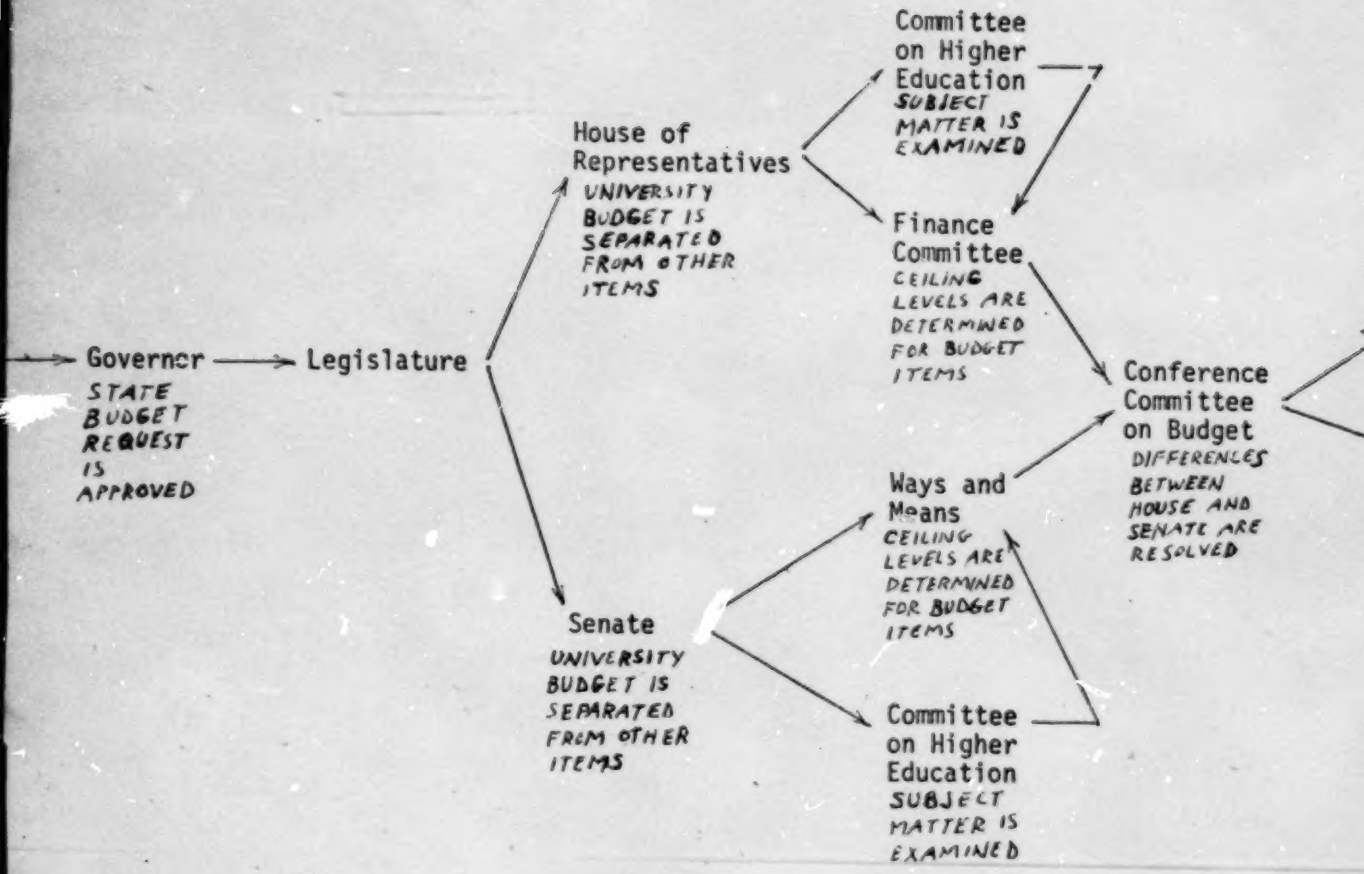
Taba, Stanley. Budget Analyst in the University System Budget Office, Interview, July 25, 1975.

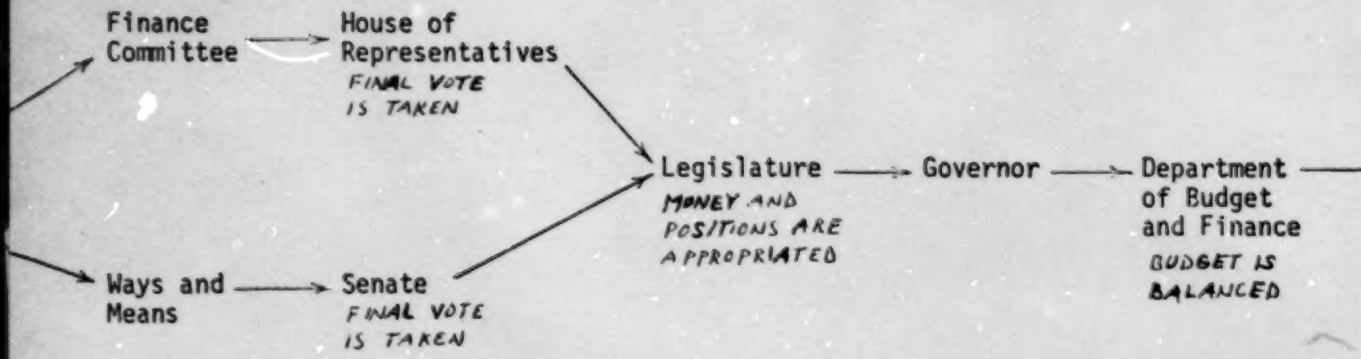
DIAGRAM OF THE HIRING PROCESS

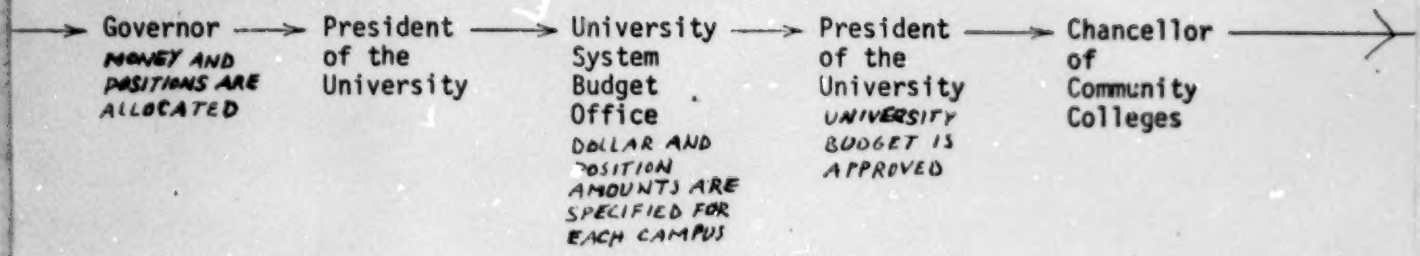

Students
Faculty
Department Coordinator
NEED FOR INSTRUCTOR IS INFORMALLY EXPRESSED
Division Administrative Committee
POSITION REQUEST IS WRITTEN
Dean of Educational Services
Administrative Council
PRIORITIES AMONG THE DIVISIONS ARE DETERMINED
Director of Administrative Services
POSITION REQUESTS ARE INCORPORATED INTO ROUGH DRAFT OF BUDGET

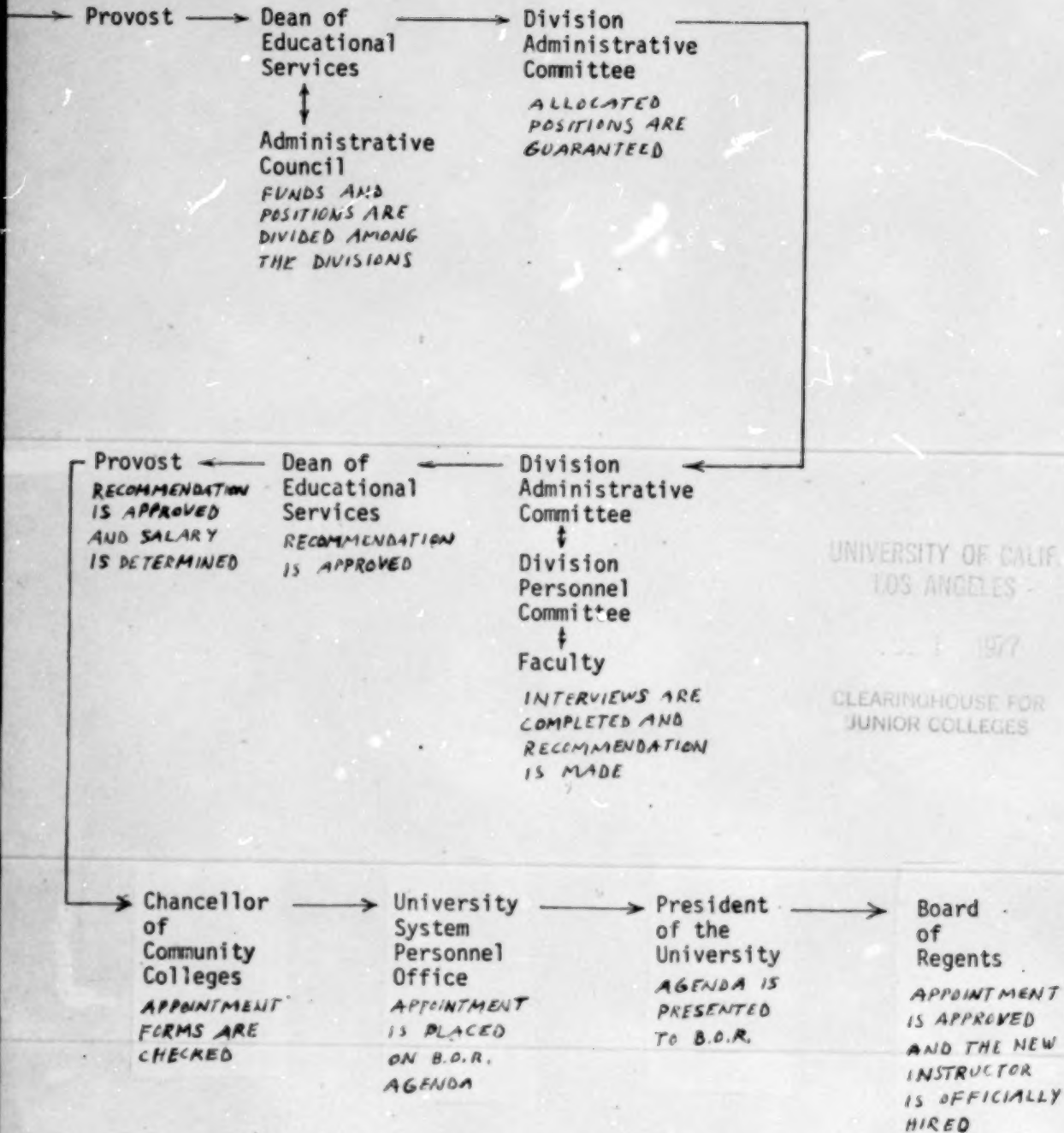

Provost
ROUGH BUDGET REQUEST IS APPROVED
Director of Administrative Services
Administrative Staff
FORMAL BUDGET REQUEST IS WRITTEN
Provost
FORMAL BUDGET REQUEST IS APPROVED
Chancellor of Community Colleges
COMMUNITY COLLEGE BUDGET REQUESTS ARE CHECKED
President of the University of Hawaii


University System Budget Office
BUDGET DETAILS ARE CHECKED AND REVISIONS ARE MADE
President of the University
SYSTEM BUDGET REQUEST IS APPROVED
Board of Regents
BUDGET REQUEST IS CHECKED WITH RESPECT TO B.O.R. POLICY
Governor
Department of Budget and Finance
OVERALL STATE BUDGET IS FORMED


Governor
STATE BUDGET REQUEST IS APPROVED
Legislature
House of Representatives
UNIVERSITY BUDGET IS SEPARATED FROM OTHER ITEMS
Committee on Higher Education
SUBJECT MATTER IS EXAMINED
Finance Committee
CEILING LEVELS ARE DETERMINED FOR BUDGET ITEMS
Conference Committee on Budget
DIFFERENCES BETWEEN HOUSE AND SENATE ARE RESOLVED
Senate
UNIVERSITY BUDGET IS SEPARATED FROM OTHER ITEMS
Ways and Means
CEILING LEVELS ARE DETERMINED FOR BUDGET ITEMS
Committee on Higher Education
SUBJECT MATTER IS EXAMINED


Finance Committee
House of Representatives
FINAL VOTE IS TAKEN
Ways and Means
Senate
FINAL VOTE IS TAKEN
Legislature
MONEY AND POSITIONS ARE APPROPRIATED
Governor
Department of Budget and Finance
BUDGET IS BALANCED


Governor
MONEY AND POSITIONS ARE ALLOCATED
President of the University
University System Budget Office
DOLLAR AND POSITION AMOUNTS ARE SPECIFIED FOR EACH CAMPUS
President of the University
UNIVERSITY BUDGET IS APPROVED
Chancellor of Community Colleges


Provost
Dean of Educational Services
Administrative Council
FUNDS AND POSITIONS ARE DIVIDED AMONG THE DIVISIONS
Division Administrative Committee
ALLOCATED POSITIONS ARE GUARANTEED
Division Administrative Committee
Division Personnel Committee
Faculty
INTERVIEWS ARE COMPLETED AND RECOMMENDATION IS MADE
Dean of Educational Services
RECOMMENDATION IS APPROVED
Provost
RECOMMENDATION IS APPROVED AND SALARY IS DETERMINED
Chancellor of Community Colleges
APPOINTMENT FORMS ARE CHECKED
University System Personnel Office
APPOINTMENT IS PLACED ON B.O.R. AGENDA
President of the University
AGENDA IS PRESENTED TO B.O.R.
Board of Regents
APPOINTMENT IS APPROVED AND THE NEW INSTRUCTOR IS OFFICIALLY HIRED

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